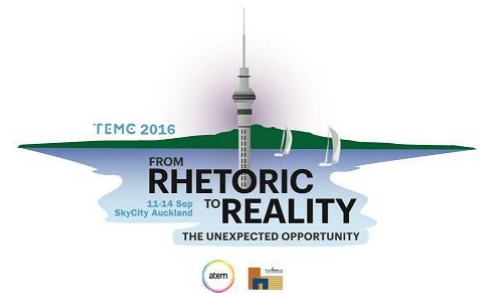


Concurrent Session D
Monday 12 September 2016
2:25pm – 3:15pm



Session 2
Master Planning and the Living Laboratory
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Naomi Barun is the Facilities Planning Coordinator at the University of Melbourne. Naomi has a background in Town Planning and Landscape Architecture and has practiced as an Urban Designer for the last 15 years working in both the public and private sector. She has a particular interest in master planning and its relationship with current trends in temporary urbanism.

Cities and campuses have always evolved with a level of incremental change. Layers of information develop the story of a campus through an assemblage of planning, design, and occupation. These methods can be formal such as master plans, semi-formal such as student led activities, or informal such as the everyday programming of spaces by campus users. The beauty of this evolution is in the innovation that comes from the unknown and unplanned.

This paper will discuss the concept of the living laboratory and what that means at the University of Melbourne. It will attempt to demonstrate that the development of a quality framework allows for a higher degree of agility and responsiveness to the 'unplanned' resulting in innovative approaches to the planning, design, and occupation of the campus. Through a presentation of Our Campus 21, which is considered to be the first stage in Melbourne University's quality framework, I will discuss the benefits of having a more flexible approach compared to the static nature of traditional master plans. The paper will conclude with speculation on the second stage of the quality framework, which will be framed around performance measures and criterion for success.

The University of Melbourne is 160 years old. In this time the University has had a number of master plans. These plans have varied from simple demarcation of land to quite intense documents outlining development potential right down to the detail regarding the materials of the campus grounds. Many of these plans were never fully realised however this history of planning has resulted in the University's greatest assets its campus(s). Recently the University decided to refresh its master plan, one (the more critical) question was asked – "why are we developing a new master plan?" This question opened up a dialogue about static plans versus ones that allow for a higher degree of flexibility and responsiveness to cultural, social, technological, and political fluctuations.

This was the beginning of Our Campus 21, a quality framework for the University. It acknowledged that the campus is a beautiful and complex environment made up of physical, cultural, and social elements. Through a series of workshops with internal and external stakeholders the prism tool was developed. The prism identified five lenses; technology and tradition, a culture of inclusion, places and space, synergy and innovation, and a quality experience. These lenses enable users to think through complex problems through an iterative process. It leads users through a series of considerations that results in a deeper level of thinking about an issue.

Having developed the framework the project team took the prism to each of the University's 7 campus' to socialise the framework. The key was to introduce the OC21 framework to the various actors within the University. Members of the executive team through to operations, students and key external partner were invited to learn about the framework whilst the project team sanity tested

the framework. The project team is currently reviewing the framework based on the feedback that has been provided over the last 4 months. The feedback will enable a level of refinement to the framework but more importantly the development of a kit of parts. Tool, explanation, process diagrams that will assist the future users run team workshops, prepare business cases, and/or evaluate proposals.

OC21 is the first stage to developing the University's quality framework but it only takes us so far. The concept of a campus as a living laboratory is more than providing the buildings to foster learning and enable collaborative research. The concept of a living laboratory speaks to ideas of using the campus as a space for practical engagement for teaching and research, and fostering the growth of students and their ideas during and after their formal education. This is something that cannot always be planned for on campus.

This part of the qualitative framework is a conversation around three key elements; data, actors, and process. What is the data required to make these decisions, who needs to/could be involved, what are the performance measures, and what is the process they need to undertake to just do it? This part of the paper will outline some of the current challenges and what the University has learnt by looking at other universities, government agencies, and industry. The biggest challenge will be determining the criteria of success that balances the perceived certainty that comes with a master plan with exciting possibilities of using the campus as a living laboratory.